**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit Title: Can the World be a Fair and Just Place?** | | **Corresponding Unit Task: Engaging Scenario**  **Day 1.2.3** |
| **Unit EQ(s):** | Can the world be a fair and just place? | |
| **Essential Vocabulary** | Multimedia presentation | |
| **Materials/Resources** | COMPUTER LAB, SOAPS tone organizer, speeches, student notes | |
| **Activating Strategy/ Bell Ringer** | Brainstorm ideas about what makes a good presentation/presenter. | |
| **Balanced Literacy Components Addressed:**  X Reading  XWriting   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Common Core State Standards:**  **RI.6.9-**Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  **S.L.6.2 –** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **W.6.2 A-F:** Write information/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.3 –** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text  **RI.6.6 –** Determine an author’s point-of-view or purpose in a text and explain how it is conveyed in a text.  **W.6.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.  **SL.6.1 A-D** Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.  **I Can Statements:**  **I can apply my knowledge of the Civil Rights movement to create a multimedia presentation.**  **I can explain why the world is/is not a fair and just place.**  **Instructional Plan:**  **Engaging Scenario: Comparing and Contrasting Presentation of Events Through Poetry and Speeches**  \*In cooperative groups, students will reread the poem, “I Look at the World” by Langston Hughes; review the texts and graphic organizers from Martin Luther King’s “I Have A Dream” speech and John F. Kennedy’s “Civil Rights Address”. (See the PAPA organizers from the previous task.)  \*Teacher will model SOAPS Tone with “Eleven” (Sandra Cisneros Holt Literature book pg. 311)  \*Using graphic organizer, students will then determine the SOAPSTone (speaker, occasion, audience, purpose, subject, and tone) for the poem and two speeches. They will compare and contrast the texts analyzing each author’s presentation of events in the Civil Rights Movement.  \*SOAPS Tone Analysis explanation <http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html>  \*Students will take on the role as guest lecturers at a university. Their task is to create a multimedia presentation that represents the voices of the civil rights movement by comparing and contrasting how information has been presented on the topic through poetry, speeches and other texts in the unit.  \*Students will use the graphic organizers, answers and information from task 2 and 3 to create a Glogster, Power Point presentation or other multimedia presentation that represents this comparison.  \*The multimedia informational presentation should include textual evidence, analysis of how ideas are elaborated in texts, and discuss the author’s point of view in each text. Students should be sure to include grade appropriate vocabulary including any new terms they learned from their readings.  \*Presentations will be presented at “History Alive” day.  \*Students can use checklist to ensure procedures are complete (Engaging Scenario Unit 1 on GEMS) | |
| **Closing/Summarizing Strategy** | Students give positive criticism of at least 3 presentations. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Students should include a third perspective to their presentation. The additional perspective can be from a dissenting voice of the Civil Rights movement (i.e. Bull Connor) or alternative perspective (ie Malcolm X or Member of the Black Panther Party).  Students can research Langston Hughes and present a character map. | Provide on-going feedback through process to help with intended timeline for completion of activity  Students will work with a partner to co-present.  Students will be given a predesigned Power Point template and use notes to fill in information. | In groups, students will compare and contrast all selections.  Students will create a multimedia presentation including all selections read, their author and a brief summary of it. |
| **Assessment(s)** | Final presentation with rubric | | |
| **Reflection** |  | | |